

SOCIETY OF CURRICULUM SPECIALISTS

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NEWS BULLETIN

The reorganization of the curriculum of the junior college division of the University of Toledo provides for required courses in the seven following fields: natural science, 8 credits; social sciences, 6 credits; arts, 7 credits, mental tools, 9 credits; citizenship, 4 credits; health, 4 credits; university membership, 2 credits.

The Bureau of Educational Research published an annotated bibliography of 253 graduate theses in education at the University of Illinois for the years 1910 to 1921. It is interesting to note that 51, or approximately 20 percent of these are indexed under the heading of Curriculum, and it is likely that a number of other theses also pertain to this topic.

Mr. Herbert B. Bruner surveyed the curriculum work of the public schools in Fort Worth, Texas.

The Colgate faculty has recently adopted a new curriculum on which its committee on revision of the curriculum has been working a considerable time. The faculty has abolished group distribution requirements and has established five survey courses, one each in the physical sciences, biological sciences, social sciences, fine arts, and philosophy and religion, all to be completed during the junior college years. The second general aim of the curriculum is to secure a large degree of concentration during the senior college years. The third major objective is to build an individual curriculum for each student around the subject of concentration which he chooses.

The complete survey staff on the curriculum project of the National Survey of Secondary Education consists of Dr. Arthur K. Loomis, Denver Schools, Dr. Edwin S. Lido, Dr. Dora V. Smith, University of Minnesota; William G. Kimmel, Commission of the American Historical Association on the investigation of the Social Studies in the Schools; Dr. Wilbur L. Beauchamp, University of Chicago; Dr. Helen M. Eddy, State University of Iowa; Anne E. Pierce, State University of Iowa; Robert S. Hilpert, University of Minnesota; Dr. P. Roy Brammell. All but the first two named under this project are concerned with curriculum work in special fields.

The Ohio Education Council on Minimal Curricular Essentials, a committee of the Ohio Education Association, is at work on a study of the minimal essentials for Grades I to VI for the public schools of the state.

From extensive discussion in the Wheeling newspapers, one gets the impression that the program of curriculum revision inaugurated by Supt. Kraybill and guided by Mr. P. E. Harris of the University of Pittsburgh, is being favorably received by the public. The formal curriculum in the elementary grades is gradually being replaced by a more flexible plan whereby the children participate in the planning of their own daily or weekly schedules of work and study.

Mr. Bruner announces the following successful candidates for the doctor's degree in curriculum construction at Columbia University: I. Keith Tyler; position next year: Curriculum and Research Director. Allegany County, Cumberland, Maryland; Samuel Everett, Associate in Research, Lincoln School, Teachers College; Israel L. Eisenberg, Educational Director, East Midwood Jewish Centre, New York City; Katherine D. Lynch, Assistant in Elementary, Lincoln School, Teachers College.

Of 373 research studies reported by 101 cities for the year ending August 1930, twenty-four were made in the field of curriculum. This is six percent of the total, which confirms earlier data showing that city school research bureaus are negligible sources of fundamental curriculum research.

The Second Digest of Investigations in the Teaching of Science by Francis D. Curtis, which has just come from the press, contains digests of 93 learning and curricular studies. It is invaluable to curriculum workers in the field of science.

The United States Office of Education has just published a bulletin by Mina M. Langvick, entitled CURRENT PRACTICES IN THE CONSTRUCTION OF STATE COURSES OF STUDY. (Bulletin, 1931, No. 4.) Within the period of 1928-1930, thirty-one states have formulated a program of continuous curriculum revision. The purpose of the study was to analyze the procedures of the current programs of revision carried on by the various state educational officials.

The bulletin contains a list of State courses of study in current use. This list represents the product of the current curriculum making movement as it has influenced State Departments of Education. The peak of curriculum production in this department was reached in 1927. If we exclude 1930 which is very likely incomplete, there seems to be a decline in output which is marked but not sharp. If revision of curricula is to be continuous, another peak in output should be reached between 1932 and 1935. It would be too optimistic, however, to expect this to happen. It is reasonable to expect a considerable amount of curriculum revision in the next ten years due to the necessity, which will undoubtedly arise, of correcting the mistakes that are the inevitable sequel of the radical changes such as we have witnessed in the last ten years. The following table shows the dates of State courses of study in current use:

Year	Number of Courses of Study	Year	Number of Courses of Study
1918	2	1925	18
1919	1	1926	26
1920	1	1927	41
1921	1	1928	31
1922	2	1929	27
1923	5	1930	10
1924	14		

The Bureau of Educational Research of Ohio State University has published an annotated bibliography of STUDIES OF THE HOME ECONOMICS CURRICULUM by L. M. Welch and M. R. Lingenfelter. This bibliography is indispensable for workers in the field of home economics.

Henry Harap has just completed an Annotated Bibliography of Investigations of Curriculum Objectives (37 p.) which is available in mimeograph form to anyone who will write him at Western Reserve University, Cleveland, Ohio.

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* The Executive Committee of our Society has
* accepted an invitation of the United States Office of
* Education to prepare a bulletin consisting of sample
* units of work. Preparation of the bulletin will be in
* the hands of an editorial committee, consisting of
* O. G. Brim, Herbert B. Bruner, L. T. Hopkins, Ernest
* Horn, and Henry Harap, Chairman.
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* Public and private schools will be invited
* to submit units of work. From the number received,
* units will be selected which represent 1) several
* grades of the elementary school, 2) the several sub-
* jects, and 3) the several sharply defined points of
* view. Each of the selected units will be submitted
* to three critics drawn largely from the membership of
* the Society. The criticism is to be informal. There
* will be a final summary and critical chapter. The
* table of contents is as follows: Chapter I, Units
* which do not recognize subject boundaries; Chapter II,
* Units in Several Subjects, Kg., I, II; Chapter III, Units
* in Several Subjects, Grades III, IV; Chapter IV, Units
* in Several Subjects, Grades V, VI; Chapter V, Summary
* and Critique.
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* Shortly you will be asked to send the chair-
* man sample units of work for inclusion in this bulletin.
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The raw material of the promised bulletin on the curriculum activities of the city school system has been collected. The distribution of the News Bulletin is being postponed until the fall because it will be more appropriate at that time.